AISI Agenda- March 9, 2010

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**Focus: Reflection and Planning**

Essential Question: What is student engagement in a connected age?

Goals:

* Examine your current work in AISI through the lens of student engagement
* Clarify data collection procedures
* Answer your questions

9:00 – 9:20

1. Welcome, News N’ Notes

**9:30 – 10:30 – Focus Groups – Modeling Teacher Focus Group**

**10:30 – 11:45 – Pilot Testing – Focus group questions**

**11:45 – 12:15 – Analyzing Focus Group Data**

**12:15 – 1:00 – LUNCH**

**1:00 – 1:30 – Experiencing “Engagement”**

**1:30 – 2:30 – Defining “Engagement”**

**2:30 – 3:00 - Student Engagement and school based AISI projects**

**3:00 – 3:15 – Wrap Up**

**Homework: due by end of May**

* Conduct Focus Groups – contact Lissa, Margo, Kory for assistance in planning or delivery

Notes:

**AISI News and Notes March 2010**

|  |  |  |
| --- | --- | --- |
| **Item** | **Information** | **Questions/ Notes** |
| **To do before next AISI meeting:** | **Homework from today** – reflection – bring with you to April meeting |  |
| **Conferences**   * Instructional Coaching | March 16, 17; May 26, October 27, 2010  Facilitator – Jim Knight  Holiday Inn, Red Deer  Registration Link [CARC] - <http://199.216.220.20/ei4/getdemo.ei?id=15022&s=_3M40HXNQ2>  Information: <http://www.carcpd.ab.ca/programs/descriptors/leadership/BestPractices_Series.pdf> |  |
| * Teacher 2 Teacher: Technology and Learning | March 18, 19, 2010  Senator Gershaw School – Bow Island  Technology for the classroom teacher – presentations and sharing sessions  Information: [www.teacher2teacher.ca](http://www.teacher2teacher.ca)  \*Note – this conference fills up quickly! |  |
| **Planning for next year – August 2010** | * **Will Richardson – August 30, 31, 2010**   http://weblogg-ed.com/ |  |
| **AISI 4 Research** | * Curriculum 21: essential Education for a Changing World (Heidi Hayes Jacobs) – ASCD <http://shop.ascd.org/productdisplay.cfm?productid=109008> * University of Toronto – Student Engagement~ <http://cus.oise.utoronto.ca/wiki_rse/Student_Engagement.html> |  |
| **Tools used today:** | * Wall Wisher : http://www.wallwisher.com/ |  |
| **Next AISI Meetings** | Tuesday, April 20, 2010  Tuesday, May 25, 2010 – Annual Report Writing  \*\*Dates are also listed on the front page of the AISI Wiki\*\* |  |

**Reflection on Focus Group Process**

**Teacher – LARGE GROUP Processes**

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| --- | --- | --- |
| **Question** | **Process (notes/reflection)** | **Things to Think About:** |
| **Welcome & Introduction** |  |  |
| **Question 1**  What do you see or hear that lets you know your students are engaged in your classroom?  **Process: chart paper** |  |  |
| **Question 2**  Thinking about instructional and assessment practices, what did you do to facilitate such engagement?  **Process: Self Reflection then small group debrief** |  |  |
| **Large Group Debrief** |  |  |
| **Other** |  |  |

Schlechty’s Levels of Student Engagement

1. Engagement:
   * Activity is personally meaningful
   * Level of interest is sufficiently high that he or she persists in the face of difficulty
   * The task is sufficiently challenging that he or she will accomplish something of worth by doing it
   * His or her emphasis is on optimum performance and on getting it right
2. Strategic Compliance
   * The official reason for the work is not the reason he or she does the work – he or she substitutes her own goals for the goals of the work
   * The substitute goals are instrumental – grades, class rank, college acceptance, parental approval
   * The focus is on what it takes to get the desired personal outcome rather than on the nature of the task itself – satisfaction is extrinsic
   * If the task doesn’t promise to meet the extrinsic goal, he or she will abandon it
3. Ritual Compliance
   * The work has no meaning to him or her and is not connected to what does have meaning
   * There are no substitute goals for him or her
   * He or she seeks to avoid either confrontation or approbation
   * The emphasis is on minimums and exit requirements – what do I have to do to get this over and get out?
4. Retreatism
   * He or she is disengaged from current activities and goals
   * He or she is thinking about other things or is emotionally withdrawn from the action
   * He or she rejects both the official goals and the official means of achieving the goals
   * He or she feels unable to do what is being asked or is uncertain about what is being asked
   * He or she sees little that is relevant to life in the academic work
5. Rebellion
   * He or she is disengaged from current activities and goals
   * He or she is actively engaged in another agenda
   * He or she creates their own means and own goals
   * He or she’s rebellion is usually seen in acting out – and often in encouraging others to rebel.

Reflect on your own experiences:

|  |  |  |
| --- | --- | --- |
| Scenario | Level of Engagement  (circle one for each scenario) | Reason for choosing level of engagement |
| 1. Think back to when you were in high school. You are entering math class. Think about your teacher and your experience within that class. Rate your level of engagement. | Engagement  Strategic Compliance  Ritual Compliance  Retreatism  Rebellion |  |
| 2. Think back to 3 weeks ago at Teachers’ Convention. You are sitting and listening to the keynote Alfie Kohn. Rate your lever of engagement. | Engagement  Strategic Compliance  Ritual Compliance  Retreatism  Rebellion |  |
| 3. Think about your experience of earning you bachelor of ed. degree. Rate your level of engagement? | Engagement  Strategic Compliance  Ritual Compliance  Retreatism  Rebellion |  |

http://www.schlechtycenter.org/tools/public/sc\_pdf\_engagement.pd

School AISI Project Reflection 2009-2010

Having reflected upon what you have accomplished this year:

1. Do you have any gaps in your plan?
2. Short Term Goals/Strategies
3. Long Term Goals/Strategies